

# 2014 Washington Achievement Awards and the Index



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# Today's Outcomes



- Learn about proposed changes to two of the Washington Achievement Awards (WAAs).
- Discuss possible changes to the weighting of indicators and measures applying to the 2015 Index next year.
- Anticipated Action items
  - ✦ Approve updated criteria for the English Language Acquisition Award.
  - ✦ Approve criteria for the Special Recognition - Gap Reduction Award
  - ✦ Approve new indicator weightings for the high school index ratings



# Ongoing Collaboration



- Presented on the English Language Acquisition Award to the:
  - ✦ Transitional Bilingual Instructional Program (TBIP) Task Force in January
  - ✦ Bilingual Education Advisory Committee (BEAC) in February
- Presented on the Special Recognition-Gap Reduction Award to the:
  - ✦ Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) in February



# Tasks and Timeline for 2014 Award Ceremony



February 13 – Preliminary Index Results

March 6 – Finalize Priority and Focus School Lists

March 23 – Identify Award Schools

March 26 – Notify Award Schools

April 21 (or 28) – Awards Ceremony



# School Recognition



**WHAT GUIDANCE IS FOLLOWED  
AND WHAT DATA SOURCES ARE  
USED FOR THE WASHINGTON  
ACHIEVEMENT AWARDS?**



# Washington Achievement Awards (WAAs) 4 Years of Fluidity



- **2012 WAAs**
  - ✦ Developed under NCLB
  - ✦ Utilized the old Index as the analysis basis
- **2013 WAAs**
  - ✦ Developed under the ESEA Flexibility Waiver
  - ✦ Utilized the Revised Index as the analysis basis
- **2014 WAAs**
  - ✦ Operating under NCLB and ESEA Flexibility Waiver
  - ✦ Utilizes the Washington Achievement Index as the analysis basis
- **2015 WAAs**
  - ✦ Operating under NCLB, ESEA Flexibility, or Reauthorized ESEA
  - ✦ Will utilize the Index and a new battery of SBAC assessments



# Awards by Category



## 2012 WAAs

- Overall Excellence (126)
  - ✦ Excludes schools with large gaps
- Special Recognition (426)
  - ✦ High Progress
  - ✦ High Performance
    - Proficiency by Content
    - Extended Graduation Rate
  - ✦ Gap Reduction

## 2013 WAAs

- Overall Excellence (100)
  - ✦ Excludes schools with large gaps
- Special Recognition (468)
  - ✦ High Progress
  - ✦ High Performance
    - Growth by Content
    - Extended Graduation Rate
  - ✦ Gap Closure
  - ✦ English Language Acquisition



# 2013 and 2014 Proposed Awards



One small change to the  
English Language  
Acquisition Award

New Criteria for the Gap  
Reduction Award

	2013 Award	2014 Award
Overall Excellence	<ul style="list-style-type: none"> <li>Meet AMOs/AYP for three most recent years</li> <li>Top five percent based on the Composite AI</li> </ul>	No Change
Special Recognition		
High Progress	<ul style="list-style-type: none"> <li>achievement and improvement</li> <li>equally weighted</li> </ul>	No Change
High Performance Growth	<ul style="list-style-type: none"> <li>Top five percent based on 3-Year AVG median SGP</li> <li>reading or math</li> </ul>	No Change
High Performance Graduation	<ul style="list-style-type: none"> <li>highest rates over three years</li> <li>smallest gaps</li> </ul>	No Change
Gap Closure	<ul style="list-style-type: none"> <li>No recipients</li> </ul>	New Criteria
English Language Acquisition	<ul style="list-style-type: none"> <li>Largest median point gains on the WELPA</li> <li>School level and size</li> </ul>	2- or 3-Year Average





# English Language Acquisition Award

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- Previous Board discussion
- Proposed Qualifying Criteria
  - ✦ Meet Title III AMAOs
  - ✦ WELPA performance

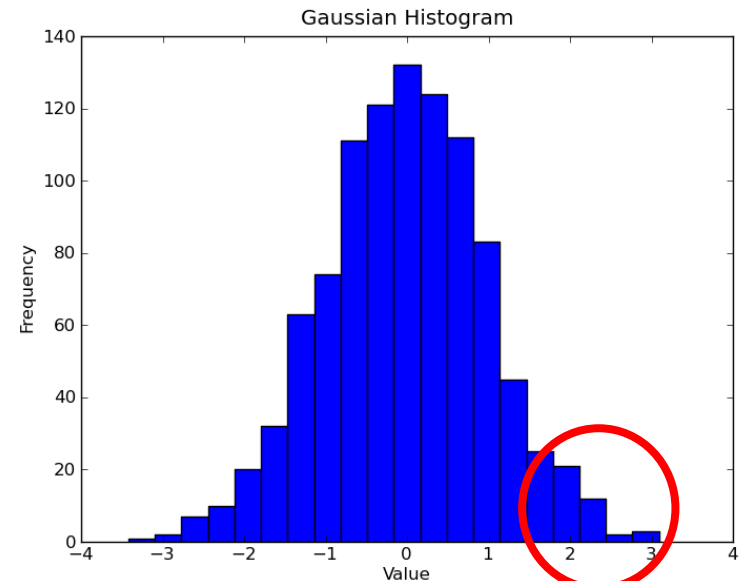
These criteria emphasize:

- 1) Meeting Federal accountability
- 2) Highest performing schools



# Median Gain on the WELPA

- At least 20 students with a prior WELPA record
- Must have met AMAO 1 and AMAO 2
- Identify the top 5 percent
  - ✦ By program size
  - ✦ By school level
- Proposed change – use a two- or three-year average



- Identified 42 schools from across the state



# Approve new criteria for the English Language Acquisition Award as shown below

- Have at least 20 reportable and matched cases for each year on the WELPA
- The school met Title III AMAO 1 for each assessment year
- The school met Title III AMAO 2 for each assessment year
- The school is in the top five percent of school based on the median point gain on the WELPA (**three-year average if data are available, two-year average otherwise**) by
  - ✦ Program size (small program = 20 to 99 matched records and large programs ≥ 100 matched records)
  - ✦ School level (elementary, middle, high school, or combined school).
- **School must be in good standing regarding Title III compliance as determined by the OSPI.**



# Gap Reduction Award



- Performance gaps in educational settings are often described as a disparity in academic performance between mutually exclusive student groups, for example:
  - ✦ White and Black students,
  - ✦ White and Hispanic students, and
  - ✦ Students who qualify for FRL vs. students who do not qualify for FRL



# Reducing Gaps

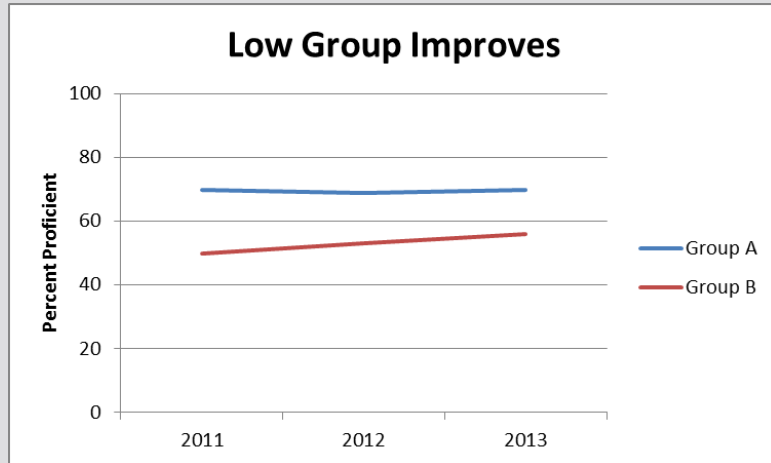


**GAP REDUCTIONS CAN  
LOOK DIFFERENT**

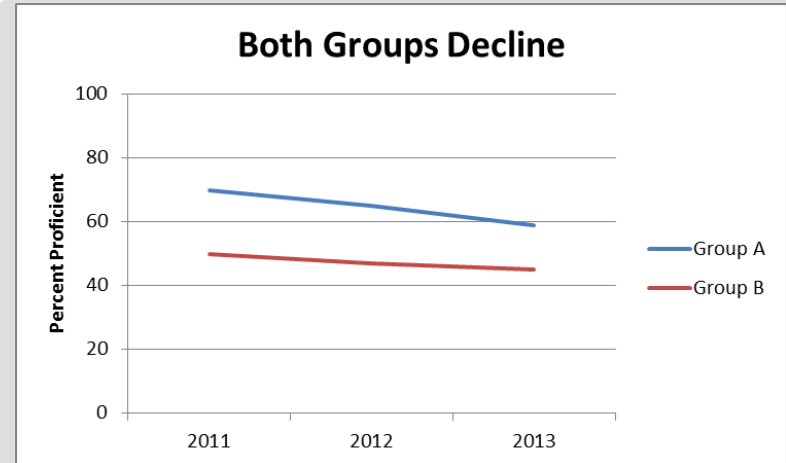


# 30 Percent Gap Reduction Not All Gap Reductions are Good

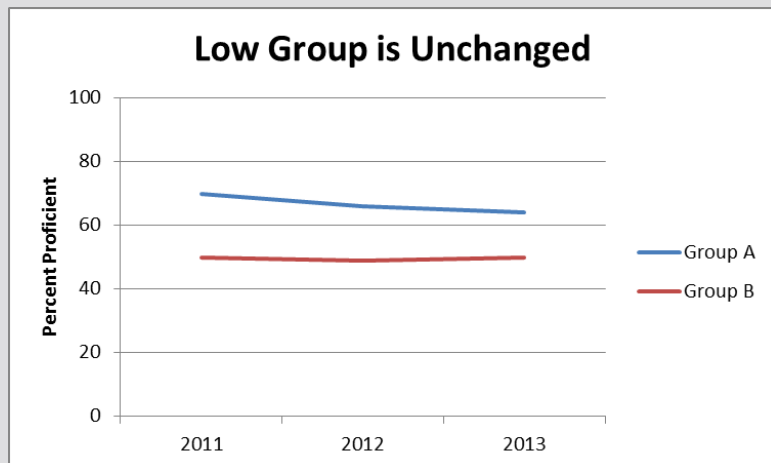
**A**



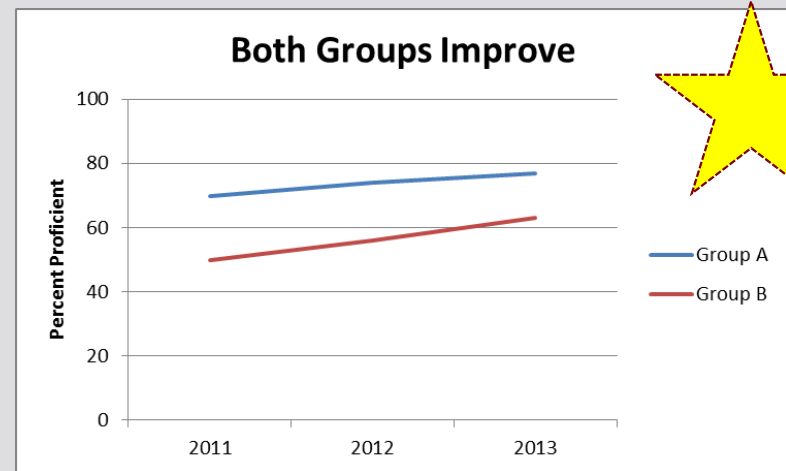
**C**



**B**



**D**



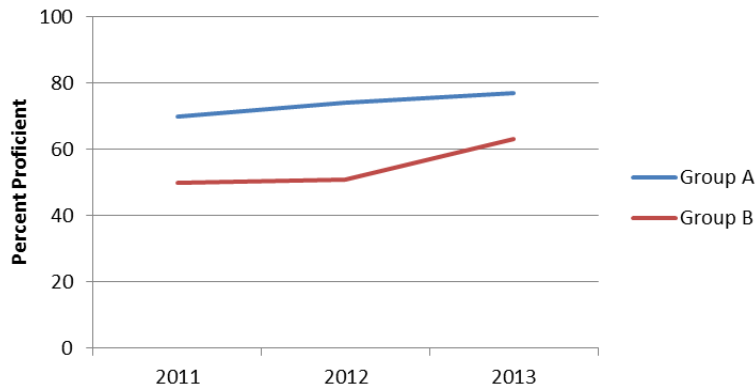
# 30 Percent Gap Reductions

## Some Good Reductions are Better



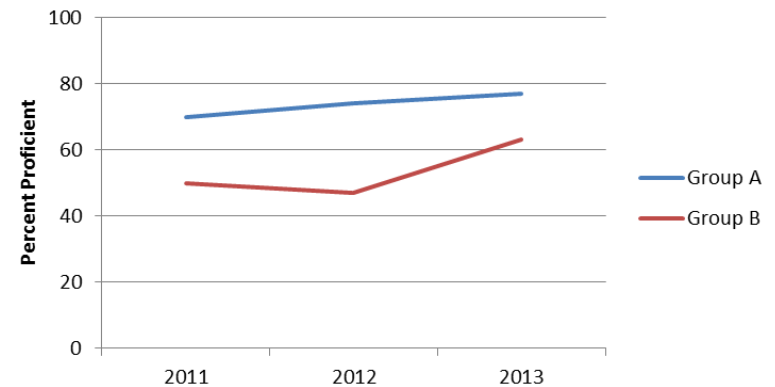
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### Large 1-Year Improvement



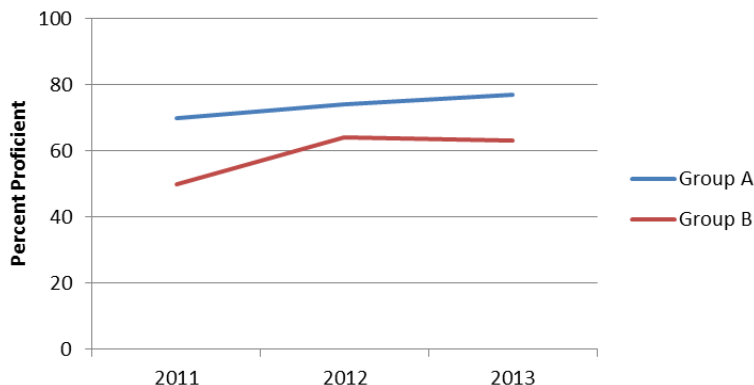
**C**

### One Declining Year

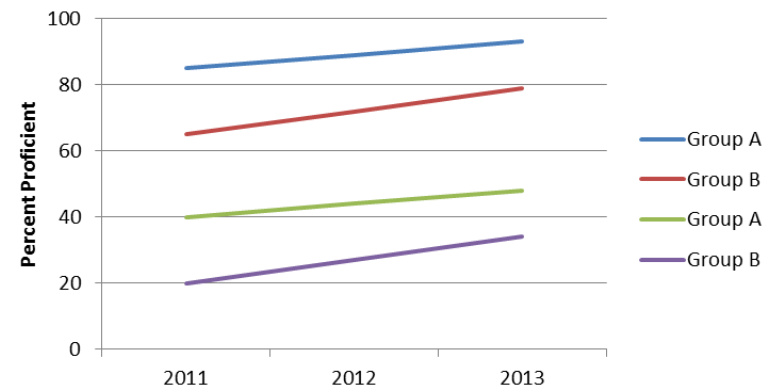


**B**

### One Declining Year



### Higher and Lower Performing Schools



**D**



# Looking for the Perfect Award Model?



“All models are wrong, but some are useful. Since all models are wrong, the scientist cannot obtain a ‘correct’ one by excessive elaboration.”

Statistician George Box (1976 & 1987)

Regardless of the complexity of business rules and criteria we apply to the award methodology, the model we build will be imperfect. Knowing this, look for

- the simplest solution
- providing the most meaning for stakeholders
- consistently applies defensible business rules





# Many Elements to Consider

## Criteria to consider

- Measure
  - ✦ Proficiency, growth, or graduation
  - ✦ Reading (ELA), math, or science (individually or combined)
- Normative or criterion-based
  - ✦ Best performers
  - ✦ Reduced gaps by at least ??
- Percentages or rating points
- Which groups to compare
  - ✦ Targeted Subgroup to All Students
  - ✦ White to Black, for example
  - ✦ Hispanic to state average, for example

## Rules to Consider

- Inclusion thresholds
  - ✦ Minimum number of data years
  - ✦ Minimum ratings
  - ✦ Upward data trends
- Exclusion rules
  - ✦ Priority and Focus Schools
  - ✦ AYP or AMO tests
  - ✦ Downward years/trends
- Number of awards
  - ✦ Percentage of schools
  - ✦ Fixed number
  - ✦ Proportionate number



# Two Trials On Last Year's Index

## • Trial 1

- ✦ Compared Targeted Subgroup to the All Students
- ✦ Reading, Math, Science, and Writing (combined RMSW) Proficiency Ratings
- ✦ 3 Years of data

## • Trial 2

- ✦ Compared White to Hispanic student group
- ✦ R & M Proficiency Rates
- ✦ 3 Years of data

## • Trial 1

- ✦ potentially masks underperforming groups

## • Trial 2

- ✦ Conventional
- ✦ Mutually exclusive groups
- ✦ Deeper disaggregation

## • Trial 2 was most supported by EOGOAC

## • Led to Trial 3 – live data

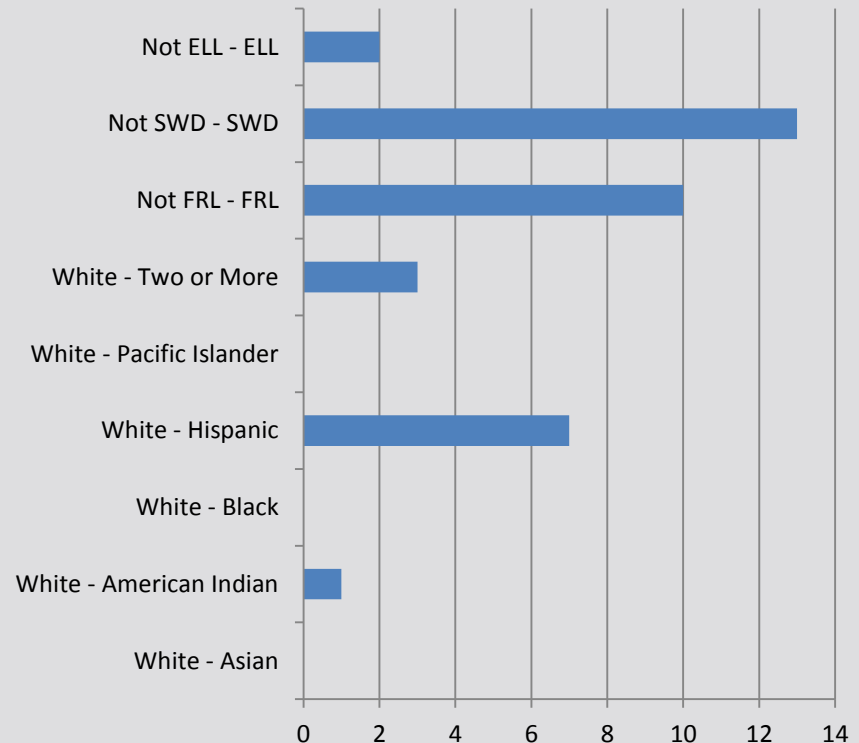


# Gap Reduction Award

- Trial 3 – live data
  - ✦ Compared
    - White to each student group
    - FRL to Not-FRL
    - SWD to Not-SWD
    - ELL to Not-ELL
  - ✦ R & M proficiency rates
  - ✦ 3 Years of data
  - ✦ Requires annual improvement
  - ✦ 10 percentage point gain
  - ✦ No increasing gaps for other subgroups

36 Schools

## Schools Identified for the Gap Reduction Award



# Approve new criteria for the Special Recognition – Gap Reduction Award as shown below.

- The measure is the gap reduction over three assessment years based on reading and math (combined) proficiency.
- The school must have reportable subgroup data ( $\geq 20$  students in each group being compared) for reading and math for each of the three years being analyzed.
- The proficiency rates for both groups must not decline in any of the three years.
- The total gap reduction for the three years of data must be equal to or greater than 10 percentage points.
- The school may not be a newly identified Priority or Focus School.
- The school may not have any other gaps that are increasing.

## Gaps to be analyzed

- White – American Indian/Alaskan Native
- White – Asian
- White – Black/African American
- White – Hispanic/Latino
- White – Pacific Islander
- White – Two or More race/ethnicities
- Not FRL – FRL
- Not SWD – SWD
- Not ELL – ELL



# Next Steps



- Staff will incorporate Board feedback/direction into a revised model in collaboration with EOGOAC staff
- SBE staff will request to present the revised model to the EOGOAC that is best aligned with today's discussion



# High School Index Weightings



## Anticipated Action Item for Tomorrow

Approve new Proficiency, Growth, and CCR Indicator weightings for high school ratings under the Washington Achievement Index.



# Key Question

## Washington Achievement Index



- Why propose changes to the Achievement Index indicator weightings?

More closely conforms to stakeholder values

Changes brought about by the SBAC assessments

USED approval for federal accountability.



# Proposed Changes Indicator Weighting for High Schools



- SBAC assessments require changes to the Index
- Reduce the impact of student growth in high school
- Elevate the importance of graduation rate

Indicator	Weighting in the Index									
	Total		Reading/ELA		Math		Science		Writing	
	Current	Proposed	Current	Proposed	Current	Proposed	Current	Proposed	Current	Proposed
Proficiency	33.3	35.0	8.3	11.7	8.3	11.7	8.3	11.7	8.3	
Growth	33.3	20.0	16.7	10.0	16.7	10.0				
			Graduation		Dual Credit		HS SBAC			
CCR	33.3	45.0	33.3	40.0	TBD	5.0	TBD			

TBD = To Be Determined





# Summary of Proposed Changes

- Values proficiency over growth
- Reduces the reliance on a 3-Year SGP calculation
- Makes graduation at least as important as proficiency.

## Proposed Weightings

Indicator	Weighting	Description
Proficiency	35%	<ul style="list-style-type: none"><li>• HS SBAC results using the CCR cut points</li><li>• Biology EOC, then NGSS when available</li><li>• ELA, math, and science results are equally weighted</li></ul>
Growth	20%	<ul style="list-style-type: none"><li>• median SGP in reading and math,</li><li>• equally weighted</li></ul>
College and Career Readiness	45%	<ul style="list-style-type: none"><li>• Extended Graduation rate and Dual Credit participation</li><li>• weighted at 40 percent for graduation and 5 percent for Dual Credit participation.</li></ul>



# Anticipated Action Item



- Approve new Proficiency, Growth, and CCR Indicator weightings for high school ratings under the Washington Achievement Index as shown below:
  - ✦ 35 percent - Proficiency Indicator
    - Equally weighted between reading, math, and science
  - ✦ 20 percent - Growth Indicator
    - Equally weighted between reading and math
  - ✦ 45 percent - College and Career Readiness
    - 40 percent graduation rate
    - 5 percent Dual Credit participation



# Trial Analyses



**TWO TEST RUNS – 2013**  
**ONE TEST RUN – 2014**



# My Guiding Principles



- Devise a methodology that is compatible for 80 to 90 percent of schools.
- Include as many schools as possible in the beginning consideration pool.
- Use defensible business rule decisions to exclude schools in order to derive a meaningful list of award recipients.



# Gap Reduction – Trials



## Trial 1

- Compare All Students to Targeted Subgroup
- Proficiency Index Rating (R-M-S-W combined)
- 3 years of Index rating data for each group
- Must show a rating gap reduction each year
- Must show a Proficiency Index Rating annual increase for both groups

## Trial 2

- Compare White and Hispanic students
- Reading and math proficiency (combined)
- 3 years of reading and math data required
- Must show a rating gap reduction each year
- Must show a Proficiency Rate annual increase for both groups



# Trial 1



- Compute the annual performance gap based on the Index proficiency rating (All Students rating minus Targeted Subgroup rating) for 2011, 2012 and 2013.
- Compute the gap changes
  - ✦ 2012 Gap minus 2011 Gap & 2013 Gap minus 2012 Gap
  - ✦ Negative values mean the performance gap was reduced
  - ✦ Compute total gap reduction if 2011/12 and 2012/13 gap changes are  $\leq 0$
- Rank order schools by size of gap reduction
- Identified 184 schools



# Trial 1 - Results



- Based on the Index proficiency ratings for the All Students group and the Targeted Subgroup for 2011, 2012, and 2013.
- Identified 184 schools
  - ✦ 101 Elementary, 20 Middle, 41 High Schools, and 22 Combined
  - ✦ 20 Priority and Focus Schools
  - ✦ Schools distributed across the state
- Up to 2.47 rating point gap reduction and an average reduction of 0.77 rating points.
  - ✦ 50 schools showed a rating point gap reduction  $> 1.0$



# Trial 1 - Summary



## Pros

- Only a few additional calculations are required
- Consistent with other Index methodology
- Incorporates all content area proficiency rates

## Cons

- Rating point reduction is not totally transparent
- Underperformance of some groups may be masked
- Does not include the comparison if mutually exclusive groups.





# Trial 2



- Compute the average reading and math (combined) proficiency rate for Hispanic and White student groups for 2011, 2012, and 2013
- Compute the annual White-Hispanic performance gap (rate for White students minus the rate for the Hispanic students) for 2011, 2012 and 2013.
- Compute the gap changes
  - ✦ 2012 Gap minus 2011 Gap & 2013 Gap minus 2012 Gap
  - ✦ Negative values mean the performance gap was reduced
  - ✦ Compute total gap reduction if 2011/12 and 2012/13 gap changes are both  $\leq 0$
- Identified 51 schools



# Trial 2 - Results



- Based on White and Hispanic reading and math proficiency rates (combined) over three testing cycles.
- Identified 51 schools
  - ✦ 25 Elementary, 16 Middle, and 10 High Schools
  - ✦ 7 Focus Schools and 1 Priority School
  - ✦ I-5, Wenatchee, Yakima, Pasco, Walla Walla
  - ✦ Approximately 30 schools received no 2013 WAA
- Up to 30 percentage point gap reduction from 2010-11 to 2012-13 (average = 10 percentage point gap reduction)
  - ✦ 21 schools showed a >10 percentage point gap reduction



# Trial 2 - Summary



## Pros

- White-Hispanic gap based on proficiency rate is widely understood
- More precise and focused comparison

## Cons

- Slightly more complex calculations
- Comparison to White students may not be the best
- Not all schools have a reportable White student group.



# Questions



For questions and other information, contact:

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